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ABSTRACT

In 1998, Washington passed into law WorkFirst, its version of the federal welfare reform program, Temporary Assistance for Needy Families (TANF). Colleges were funded for four training programs: (1) Pre-Employment Training; (2) Tuition Assistance; (3) Workplace Basic Skills; and (4) Families That Work. This paper presents the overall second-year findings for the 1999-2000 programs. A total of 12,000 welfare and low-income adults received WorkFirst training in 1999-2000, compared with 6,600 trained in the first year. Participants in Pre-employment Training (PET) receive up to 12 weeks training to learn skills they need to work for a specific employer or group of employers. PET met its target goals for training completion (73% completion) and job placement for completers (70%) in 1999-2000. Of those trained in the first year of PET, 69% left welfare the following year. PET completers leaving welfare are earning more per hour, retaining employment, and staying off welfare longer than the caseload as a whole. The Tuition Assistance program helps low-income working parents by paying for training to upgrade their skills for their current job, or to prepare them for new fields. Families That Work provides intensive training and services to long-term welfare parents who have less education, and generally have little or no work experience. Workplace Basic Skills provides training for workers employed in low-wage jobs. Appended are the Policy Issues and Questions for Accountability Report, and information on program partners and participants. (NB)

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Second-Year Accountability Report for WorkFirst Training Programs

September 2001

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Prepared by
The Education Services Division

Washington State Board for Community and Technical Colleges

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TABLE OF CONTENTS

Page

Introduction 1

Pre-employment Training 8

Tuition Assistance 15

Families That Work 20

Workplace Basic Skills 25

Appendices

A Policy Issues and Questions for Accountability Report
B Pre-employment Training Providers, Job Titles Trained and Business Partners
C Workplace Basic Skills Projects, Companies and Types of Workers Trained

Washington Community and Technical Colleges

Second-Year Accountability Report

For

WorkFirst Training Programs

1999-2000

INTRODUCTION

Washington State implemented welfare reform in 1998 with passage of WorkFirst, its version of the federal welfare reform program, Temporary Assistance for Needy Families (TANF). WorkFirst, as the name implies, identifies work as the primary strategy and first step to help families raise their incomes, reduce their dependence on welfare and leave poverty.

The State Board for Community and Technical Colleges (SBCTC), along with the Departments of Social and Health Services, Employment Security, and Community Development, formed a Governor's sub-cabinet to plan and implement WorkFirst strategies and programs.

In the first year, as the more able and higher-skilled welfare recipients were able to leave welfare for work, savings from the reduced caseload were re-invested in programs and support to help those working to stay employed and to provide more assistance to recipients less prepared to start work.

Colleges were funded for four training programs:

- **Pre-employment Training** (PET) provides very short training, up to 12 weeks, geared to specific employers with hiring needs.
- **Tuition Assistance** funds tuition and books for already working TANF recipients and other low-wage workers.
- **Families That Work** (FTW) provides intensive training to WorkFirst and other low-income parents to increase their basic skills along with developing better parenting skills and readiness to go to work.
- **Workplace Basic Skills** provides literacy training for low-wage workers in entry-level jobs. Training is customized to their jobs and provided at the worksite.

Following the model used for reporting Worker Retraining Program results to the public, SBCTC also committed to prepare an Annual Accountability Report for WorkFirst Programs. First-year results showed that training increased employment and hourly wages for WorkFirst and low-

income workers. Welfare adults who completed even short Pre-employment Training were more likely to find a job and started at a higher hourly wage than participants simply looking for work. Tuition assistance increased access to training for low-income working parents. Basic skills education was more closely tied to participants' roles as parents and workers. Overall, colleges were adopting promising practices for combining work and training in partnership with employers and community organizations. The First-Year Accountability Report is available at http://www.sbctc.ctc.edu/pub/pubwk1st.htm.

At the end of the first year, all four WorkFirst Re-investment Training Programs were re-funded for 1999-2000. This report describes the participants and outcomes for those programs in 1999-2000.

OVERALL SECOND-YEAR FINDINGS

Training programs increased the number of welfare and low-income adults trained and the number of business partners involved.

- Twelve thousand (12,000) welfare and low-income adults received WorkFirst training in 1999-2000. This compares to 6,600 participants trained the first year. Of the second-year total, nearly 9,800 were new training participants and 2,200 were continuing training they started in 1998-99.

- Pre-employment Training and Workplace Basic Skills Training programs are both awarded to providers who work in partnership with employers, customizing training to their workers' needs. As these programs expanded, the number of business partners increased.

Training continued to add value to employment for welfare and low-income workers.

- Similar to the first-year training results, PET completers continued to have higher employment rates and higher hourly wages to start than non-completers and other welfare participants looking for work without any pre-employment training.

- An early look at PET completers from 1998-1999 shows that one year after training the better employment start they got after PET is holding and they are retaining employment. More than two-thirds of PET participants also made some progress in leaving welfare.

- Participation in Families That Work increased the hours per week participants spent preparing themselves for work and improving their skills. Participants who received longer training services had the most skills gains.

- Three-fourths of workers and supervisors surveyed after Workplace Basic Skills instruction were satisfied or very satisfied with the progress made in training. Nearly all of the workers (96 percent) found the training useful in their everyday jobs. Supervisors most frequently noted that the training had increased worker self-confidence.

- First-year (1998-99) tuition assistance students increased their hourly wages by nearly $1 per hour after leaving college training. As participants stay in training longer or return again for more training, their hourly wage gains and earnings will increase more.

Next Steps:

Given the success that the four WorkFirst training programs had individually meeting goals, colleges should work to build connections between programs to increase access to a continuum of training services that builds wage progression.

- PET has been successful helping completers who got higher wage jobs to begin leaving welfare. However, many participants–even some who completed training–did not earn enough to leave welfare. Increasing the number of PET participants who return for further training with tuition assistance is one way to help more participants increase their hourly wage to leave welfare.

- Given the success of Workplace Basic Skills training with both workers and employers and the harder-to-serve population entering Pre-employment Training, more Workplace Basic Skills instruction should be provided to PET hires with low basic skills.

- FTW participants who demonstrate skills gains make likely candidates for Pre-employment Training. One program connected FTW to PET. Fifteen (15) participants from one program received Pre-employment Training. Eight completed the training and all eight were hired.

- First year findings identified the need for longer training, which began implementation in 2000-01. The outcomes and results of longer PET training will be reported in subsequent accountability reports.

SPECIFIC PROGRAM FINDINGS

PRE-EMPLOYMENT FINDINGS:

PET training doubled the number of participants trained in 1999-2000.

- More than 2,100 participants received Pre-employment Training the second year compared to about 1,070 the first year. Twenty-six community and technical colleges and two private career schools provided training.

- The majority (two-thirds) of the participants trained were welfare adults. The rest were low-income participants. The majority of participants had one or more difficult employment barriers such as no recent work history, limited English, or less than 12 years of education.

Similar to the first-year training results, PET completers continued to have higher employment rates and higher hourly wages to start than non-completers and other welfare participants looking for work without any pre-employment training.

- Pre-employment Training met its target goals for training completion (73 percent completed) and job placement for completers (70 percent). The median hourly wage to start for PET completers was $8.32 an hour for welfare recipients and $8.74 an hour for low-income participants.

- When starting jobs during the year, 66 percent of PET welfare completers earned above $7.50 an hour to start; only 28 percent of all welfare recipients had starting wages above $7.50 an hour.

- In Snohomish and King counties the effect of completing PET was more on higher starting wages (median wage $9.21 an hour for welfare completers versus $8.64 an hour for non-completers) and to a lesser extent increasing employment (74 percent for welfare completers versus 57 percent for non-completers). Elsewhere in the state, PET completion played a more major role increasing employment (70 percent for welfare completers versus 49 percent for non-completers in the balance of the state), but had a lesser effect on starting hourly wages ($7.51 an hour for welfare completers versus $7.13 an hour for non-completers).

An early look at 500 welfare participants who completed training in 1998-1999 indicates they are moving toward self-sufficiency.

- This report describes the first results for longer-term employment and welfare status for PET participants trained in 1998-99 as they become more self-sufficient.

- More than two-thirds (69 percent) left welfare the following year (spring 1999-spring 2000), while 31 percent stayed on continuously. The University of Washington Longitudinal Study found that in the same period, 43 percent of the caseload sample stayed on welfare continuously.

- PET completers leaving welfare are earning more per hour, retaining employment, and staying off welfare longer than the caseload as a whole.

- Few PET completers are returning for further training that could increase their labor market worth over the longer term or increase their hourly wages enough to leave welfare if they haven't been able to do so already.

TUITION ASSISTANCE FINDINGS:

Tuition Assistance increased training access for welfare recipients and low-income working adults.

- Some 6,700 participants attended training via tuition assistance in 1999-2000. More than half (57 percent) of the participants were current or former welfare recipients. The rest (43 percent) were low-income working students.

- More than three-fourths (77 percent) of the participants enrolled received their first tuition assistance award that year. Twenty (20) percent of these first-year tuition assistance students were new to any college training.

- Another 23 percent were participants who received awards in 1998-99 and returned to training. Typically, these participants received other financial aid to continue attending training.

Colleges provided more evening and weekend instruction to working students.

- The typical participant enrolled in 10 hours per week of training while working 25 hours.

- Twenty-seven (27) percent of the total credit hours enrolled were in evening and weekend instruction. This was similar to other working students who attended college training and greater than past welfare students who attended without work requirements.

All training was work-related.

- Sixty-three (63) percent of the credits taken were in job-specific training. A little more than one-third (35 percent) of job-specific training was in high-wage areas.

- Twenty-one (21) percent of the credits taken were in related academics. The rest (16 percent) were in preparatory basic skills.

Early tuition assistance students increased their hourly wages by nearly $1 per hour after leaving college training. As participants stay in training longer or return again for more training, their hourly wage gains and earnings will increase more.

- In 1998-99, 1,314 participants stopped out of training at the end of that first year; typically, they had received one or two quarters of assistance. Of the total, 174 completed short-term certificates and in some cases used tuition assistance to complete degrees; 1,136 completed some college, but stopped out before earning a certificate or degree.

- Third-quarter earnings for certificate and degree holders were $4,351 and for other stop outs $3,474. Certificate and degree holders had a median hourly wage of $9.36 an hour in the third quarter after leaving training, an increase of $.83 an hour over their hourly

wage in the first quarter they were awarded aid. Other early stop outs earned $9.01 an hour after training, an increase of $.93 an hour over their hourly wage at training start.

FAMILIES THAT WORK FINDINGS:

FTW and a new Pregnancy to Employment (PTE) component have expanded services to the hardest to serve.

- In 1999-2000, 1,703 participants enrolled in training. This included 923 participants in FTW and 780 participants in PTE.

- About 10 percent (162) of the participants served in both programs began in FTW in 1998-99 and continued training in 1999-2000. This included 119 (13 percent) of the participants in FTW and 43 (6 percent) of the participants in PTE who were first served in FTW.

- The typical participant was a welfare mother with low basic skills, no high school diploma, or limited English proficiency, who had been determined as not ready to refer to job search by her DSHS caseworker.

- The median age for FTW participants was 30 years. Forty-three (43) percent were people of color, 40 percent had not worked in the past two years and 33 percent received welfare in at least 30 of the past 36 months.

- The median age for PTE participants was 22 years. All were pregnant or had infants.

Forty-five (45) percent of all FTW participants and 52 percent of all PTE participants demonstrated skills gains compared to a program target of 50 percent.

- 80 percent or more of all FTW participants enrolled three to four quarters made skills gains compared to just 22 percent of those enrolled for one quarter. The results were similar for PTE participants.

Participation in FTW and PTE increased the hours per week participants spent preparing themselves for work and improving their skills.

- The typical FTW participant was engaged in WorkFirst work activities for an average of 20 hours per week in the quarter before FTW. She increased her work activity hours by six hours per week upon entering the program. At the end of the year, if she continued to a second year, her participation was 27 hours. On the other hand, if she left the program, she dropped back to 20 hours.

- A typical PTE participant was engaged in 17 work activity hours per week in the quarter before the program. She increased her participation to 25 hours per week at the start of

PTE and, like FTW, increased to 27 hours if she continued in training, but fell back to 20 hours when she left.

While entering employment is not a direct program goal, participants who received more intensive services had higher employment after training than participants who received less intensive services.

- 25 percent of all FTW participants were employed the quarter before entering FTW. This increased to 40 percent in the quarter after training.

- Post-employment was 10 percent higher for participants who received more intensive services than for participants who did not receive intensive services. Services were deemed intensive if they resulted in skills gains that could be practiced and applied over more than one quarter.

WORKPLACE BASIC SKILLS TRAINING FINDINGS:

More than twice as many low-wage workers received training in 1999-2000 than in 1998-99.

- 1,274 low-wage workers received training. Fifteen (15) percent were current or former welfare recipients. SBCTC awarded funds to 17 colleges and nine community organizations working in conjunction with 41 employer partners to provide training.

- Ninety-two (92) percent of the workers had limited English skills and received English as a second language instruction. Two-thirds of these workers were able to understand and reply to only the most basic everyday situations and often needed to receive their work directions through an interpreter.

- Eighty-seven (87) percent of the workers trained made progress in their English skills and of these about one-quarter made substantial progress in raising their skills an entire competency level.

- Three-fourths of workers and supervisors surveyed after the classes were satisfied or very satisfied with the progress made in training.

- Nearly all of the workers (96 percent) found the training useful in their everyday jobs.

- Supervisors most frequently noted that the training had increased worker self-confidence.

WORKFIRST PRE-EMPLOYMENT TRAINING

Background

Pre-employment Training (PET) provides brief (12 weeks or less) training to WorkFirst and low-income participants before they look for work. Training is customized to a specific employer or group of employers with hiring needs. Pre-employment Training aims at providing a better chance at getting work than job search alone or no assistance at all.

Pre-employment Training participants who completed training in the first year, between December 1998 and June 1999, were more likely to start work than non-completers and their starting hourly wages were higher than other WorkFirst recipients who found work on their own.

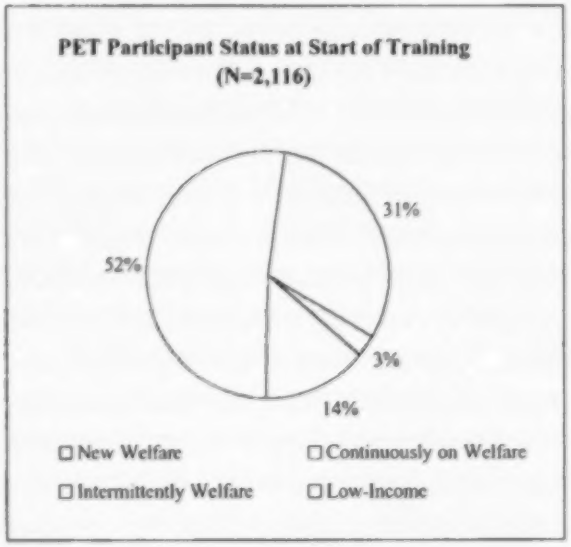
These positive first-year results were confirmed in the University of Washington Longitudinal WorkFirst Study that found participation in Pre-employment Training had the highest estimated change in the percent employed (+13 percent) compared to other recipients who participated in a job search workshop, work experience, or Community Jobs.

This report describes the training and employment results for participants in Pre-employment Training in 1999-2000.

Who received training?

Over 2,100 participants received Pre-employment Training in 1999-2000. This compared to 1,069 participants the first year.

Sixty-nine (69) percent of all participants were welfare adults (n=1,464). The majority of participants (52 percent) had received welfare one or more quarters intermittently in the past three years. Fourteen (14) percent were continuously on welfare for 12 consecutive quarters and 3 percent were new to welfare in the quarter they entered training. The remaining participants (31 percent) were low-income adults who had no welfare history (n=648).



PET providers are selected based on applications developed by the provider in partnership with employers, the Departments of Social and Health Services (DSHS), and Employment Security (ES). Twenty-six colleges and two private career schools provided training. A complete list of providers is attached.

What were the demographic characteristics of those in training?

The typical welfare participant in training was female and 30 years old. A little more than one-third of welfare PET participants were non-white. For the TANF caseload as a whole as of July 2000, a slightly higher percentage of all adults on the TANF caseload were female, however, fewer were of color. Low-income participants in training were typically more likely to be male, of color, and older than welfare participants.

Demographic Characteristics of 1999-2000 PET Participants and All Adults on Welfare

	PET		Comparison
	Welfare (N=1,464)	Low Income (N=648)	TANF Adults as of July 2000 (N=45,554)
Female	77%	57%	81%
Of Color (for whom known)	37%	54%	31%
Median Age	30.4	36	30.2

What barriers to employment do PET participants face?

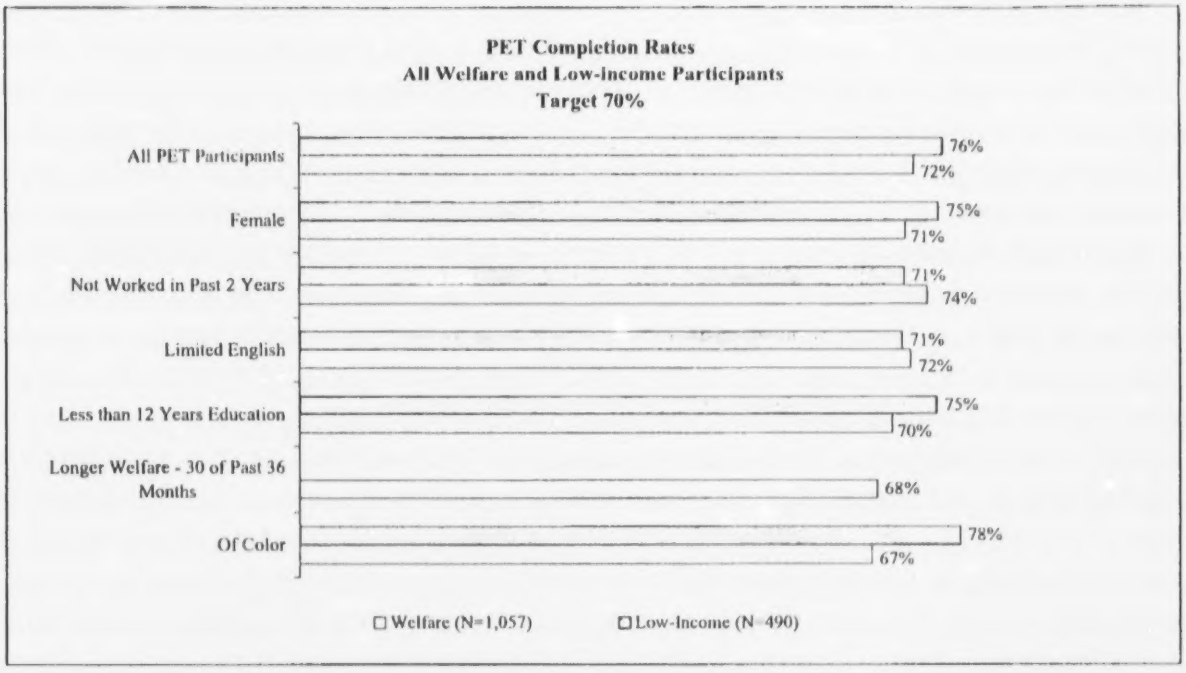
Eighty-eight (88) percent of PET welfare adults had at least one barrier to employment and 44 percent had multiple barriers identified in administrative records. Other barriers participants might face, such as learning disabilities, family violence, and drug and alcohol dependency, are not identified in administrative records and are not included in this analysis.

Employment Barriers of 1999-2000 PET Participants

	Welfare PET	Low-Income PET
Longer Welfare - 30 of Past 36 Months	31%	Not applicable
Less than 12 Years Education	46%	32%
No Work History for Past 2 Years	25%	26%
Limited in English	16%	22%
Presence of 1 or More Barriers	88%	55%
Presence of 2 or More Barriers	44%	33%

What percent of participants completed training?

1,547 participants for an overall rate of 73 percent completed training. The completion rate exceeded the WorkFirst performance target set at 70 percent. Completers included 1,057 welfare recipients (72 percent completion) and 490 low-income adults (76 percent completion). The graph below shows completion rates for welfare and other low-income adults separately for select characteristics. The completion rate was met for both welfare and low-income participants consistently for each group's characteristics.



What was the rate of placement into jobs after completing training?

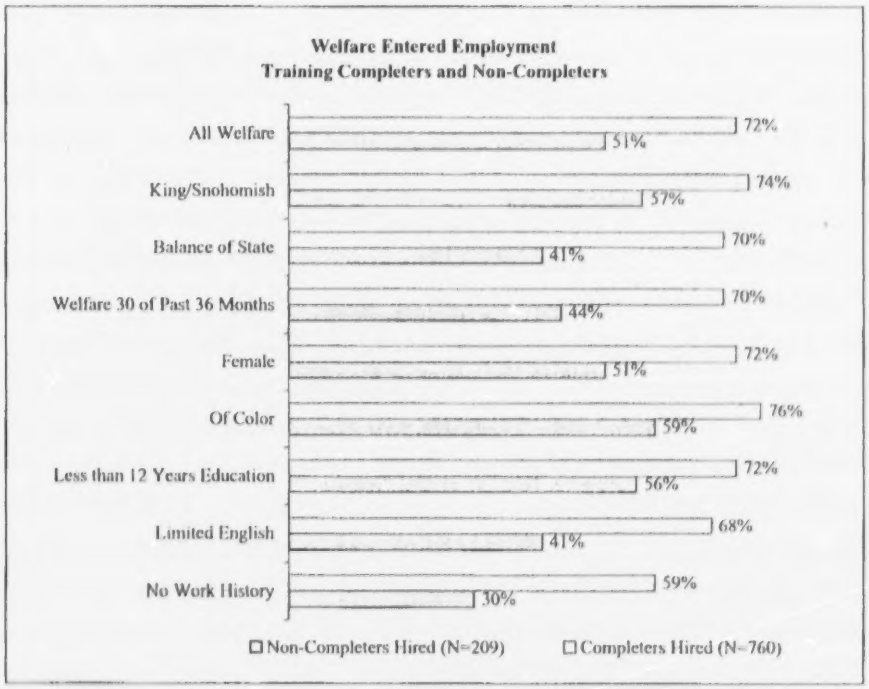
Seventy (70) percent of all participants who completed training were placed in jobs within one quarter after training, meeting the performance target. PET results typically understate total employment because they only include jobs covered by unemployment insurance in Washington State. Self-employment and work in other states is not counted. The chart below shows the placement rates for welfare and low-income participants by select characteristics. Overall, the placement rate was higher for welfare adults. Participants with no prior work history in the past two years or limited English were the most difficult to place into employment even after they completed training.

Job Placement for Completers One Quarter After Training

	Welfare Completers Hired	Low-Income Completers Hired
All Participants	72% (760)	65% (317)
Female	72% (533)	70% (169)
Less than 12 Years Education	72% (241)	69% (72)
Of Color	76% (228)	74% (151)
Longer Welfare	70% (217)	N/A
Not Worked Past 2 Years	59% (160)	37% (44)
Limited English	68% (108)	60% (55)

Welfare adults who completed their training were more likely than participants who did not complete to be employed the quarter after completion (72 percent of welfare completers started work versus 51 percent of non-completers). Comparisons between these two groups are useful because all participants were under the same mandate to look for work.

The graph below shows that completion benefited all sub-groups. In addition, the graph presents differences based upon geographic area. Completers in King and Snohomish County were 17 percent more likely than non-completers to find job placements. In the balance of the state, completers were 29 percent more likely to find job placements than non-completers in the same area.



STARTING HOURLY WAGES:

Completers' starting wages outpaced other WorkFirst job entries during the year. Employment was started by 66 percent of PET welfare completers at $7.50 an hour or higher, compared to 28 percent of all welfare job entries.

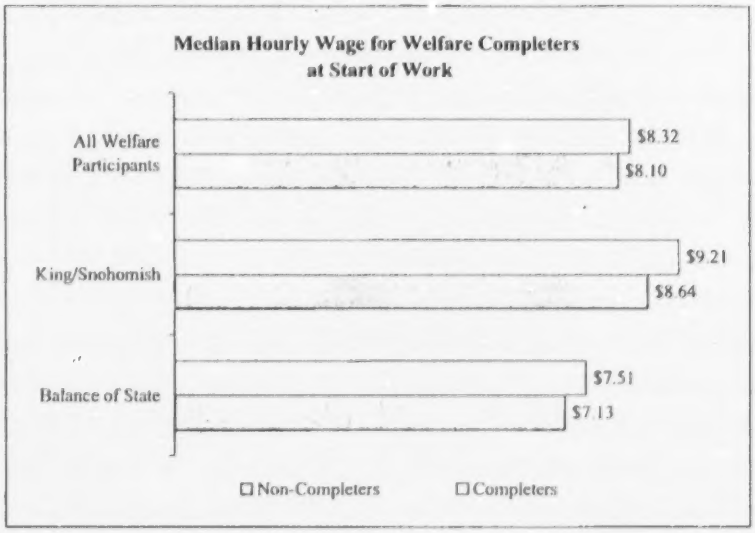
Starting hourly wages were higher for completers than non-completers. The typical welfare participant earned $8.32 an hour to start after completing training. Low-income adults who completed training earned $8.74 an hour. Programs in King and Snohomish Counties had the highest hourly wages to start at $9.21 an hour for welfare participants and $9.01 an hour for other low-income adults who completed training. Median hourly wages for welfare and low-income adults who completed training are displayed below for various sub-groups.

Median Hourly Wage at Start of Work

	Welfare Completers	Low-Income Completers
All Participants	$8.32	$8.74
King/Snohomish Counties	$9.21	$9.01
Balance of State	$7.51	$7.82
Limited English	$8.37	$7.91
Less than 12 Years Education	$8.02	$8.73
Of Color	$8.51	$8.83
Female	$8.17	$8.50
Welfare 30 of Past 36 Months	$8.04	N/A

Pre-employment Training increased starting wages the most in King and Snohomish counties.

Median starting wage was $9.21 an hour for completers compared to $8.64 an hour for non-completers. Elsewhere in the state the hourly wage difference between completers and non-completers was less.



Does Pre-employment Training increase self-sufficiency from welfare?

The Governor's performance goals for WorkFirst are to:

- Improve the capability of families able to remain self-sufficient after leaving welfare;
- Improve the capability of adults who leave welfare for work to remain employed; and
- Increase the earnings of former welfare recipients.

This section presents an early look at the path to self-sufficiency for 500 welfare participants who completed Pre-employment Training between fall 1998 and spring 1999. It presents indicators on the percent of adults leaving welfare between spring 1999 and spring 2000, and the percent of adults remaining employed after leaving welfare in comparison to the welfare caseload as a whole.

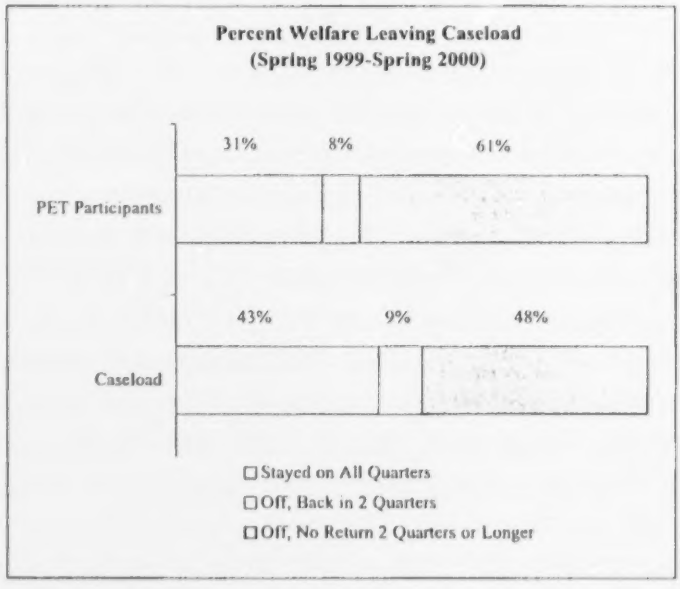
What is the welfare status of Pre-employment Training participants after training?

More than two-thirds of PET (69 percent) participants left welfare for at least one quarter between spring 1999 and spring 2000 compared to 57 percent of the welfare caseload (WorkFirst Study) as a whole in that time period. Those who left welfare for PET were more likely to stay off longer (61 percent) than other welfare adults (48 percent) leaving the caseload during this period.

Leaving welfare takes some time even for PET completers who start work. Of those exiting PET, 71 percent left welfare between two and three quarters after training. Eighteen (18) percent exited the quarter after training and 11 percent exited four quarters after training.

What was the nature of employment for PET participants leaving welfare for work?

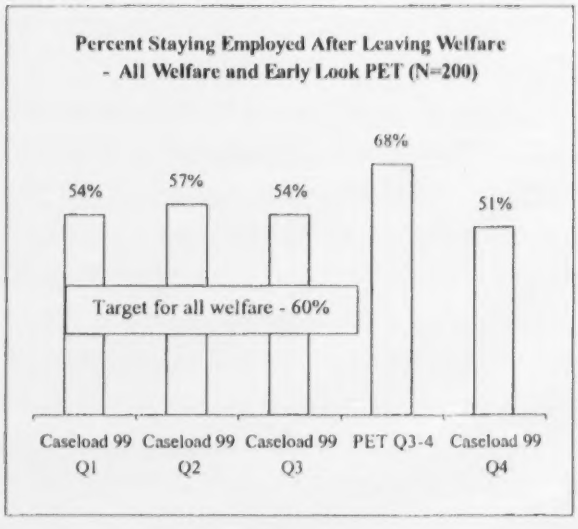
More than three-fourths (78 percent) of all PET welfare exiters left welfare for work. The typical PET exiter had a median wage of $9.15 an hour within one quarter after leaving welfare. The hourly wage was higher for exiters in King and Snohomish counties (median $10.32 an hour) than for PET exiters elsewhere ($8.38 an hour). Fewer PET completers who stayed on welfare were employed (60 percent) and those who were had a lower median wage ($6.96 an hour).



What is the job retention one year after leaving welfare for work for PET participants?

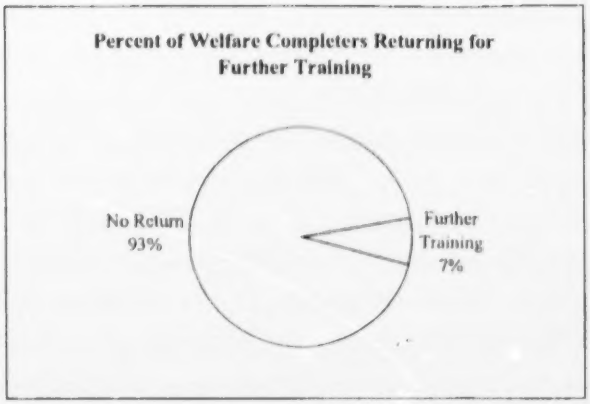
The WorkFirst target calls for 60 percent of adults to be earning at least $2,500 per quarter for four consecutive quarters after leaving welfare; this target is to be achieved by December 2000. Historically, 55 percent of adults leaving welfare have succeeded in retaining their employment at this earnings level for one year after they exited.

An early look at 200 PET completers leaving welfare for work by the fourth quarter of fiscal year 1999 projects that 68 percent will retain employment for a year. The graph above compares their retention to the caseload as a whole in the same period.



What percent of PET completers returned for further training?

WorkFirst is premised upon progressing from work in any job, to getting a better job, to developing a career. Tuition assistance is available for PET participants after they start work; however, few (7 percent) return for further training after gaining employment. This suggests that balancing school, work, and family is not an easy task.



Conclusion and Next Steps

Pre-employment Training continued to be associated with better jobs in comparisons between completers and non-completers, and with what we are learning about the welfare caseload as a whole. Short, upfront training ahead of looking for work increased employment and provided higher starting wages. Also there are indicators that longer-term PET helps participants move further along the path to self-sufficiency. Much of the projected success is founded on higher wages and earnings of those who exit welfare–higher than the caseload as a whole and for those PET completers advancing toward self-sufficiency, even higher than the average wage for all PET completers after training. This suggests that some PET participants who do "well" in comparison to non-completers and the caseload as a whole need to do even better to leave welfare for work.

Differences in outcomes for participants with less work history and lower education, as well as differences for women and by geographic area, indicate that the 12-week PET training policy does not work for all participants. Re-examination has started with third-year programs and more is planned for the fourth year, targeting high-wage jobs and giving some allowance for longer training. The findings from the second year support those policy initiatives, and also support the need for geographic variance in targeting them.

PET completers leaving welfare for work had higher wages than other completers who stayed on welfare after PET. These wage differences were typically due to the quality of their PET job. Few PET completers returned for further training after starting work. This implies the need for more post-training case management and coordination between PET programs and their local Department of Social and Health Services and Employment Security partners. These local partners have called for more local feedback in order to better understand PET training results, noting that PET programs that provide this information benefit from stronger referrals and more support for participants after they start work. The findings from this report indicate that this local coordination could increase program success, particularly for those completers starting work at lower wages who need further training to increase their value in the labor market.

TUITION ASSISTANCE

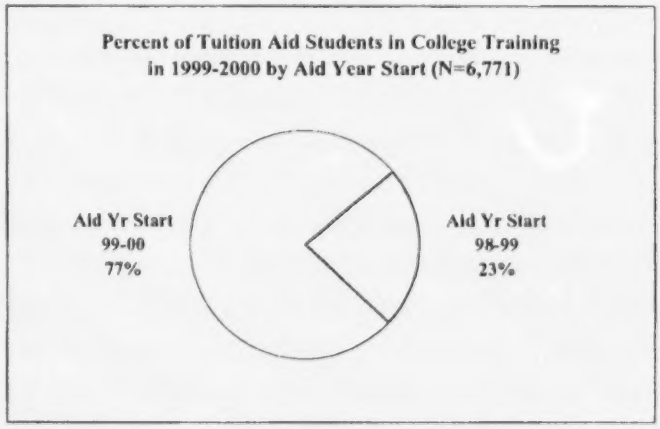
Background

Tuition Assistance is intended to encourage low-income parents to increase their education and skill levels while they work by paying for training to upgrade their skills for their current job or prepare them for new fields. In 1998-99, 4,215 participants received aid. Just over half were current or former welfare recipients. The remaining participants earned less than 175 percent of the federal poverty level.

This report describes the training and employment results for Tuition Assistance participants enrolled in college training in 1999-2000.

Who received training?

Participants typically receive one or two quarters of aid. They are tracked from the first quarter they are awarded aid ("aid year start") to the last quarter they are enrolled in college. A participant is considered to have stopped out of training when she leaves college for one academic year.



In 1999-2000, 6,771 participants enrolled in college training while working. These included 5,186 first-year aid recipients and 1,575 recipients whose aid year start was in 1998-99 and were continuing training in 1999-2000.

What were the first-year aid recipients' characteristics, welfare status, and college standing?

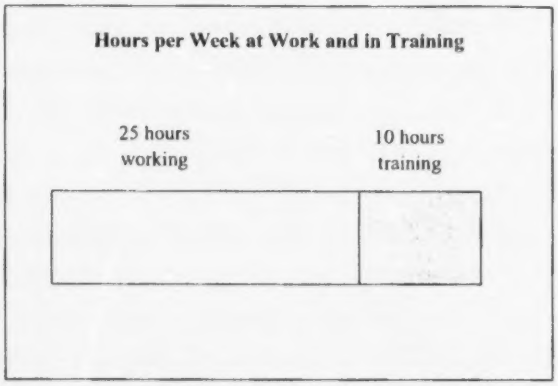
The typical first-time aid recipient in 1999-2000 was female. Fifty-seven (57) percent were current or former welfare recipients. A little more than one-third of all participants (35 percent) were people of color. The median age was 32 years old. Of those receiving aid for the first time in 1999-2000, 20 percent were new to any college, while 80 percent received aid to help them continue in training while working.

First -Year Aid Recipients' Characteristics, Welfare and College Status

Total First-Year Recipients	5,186
Current or Former Welfare in First Aid Year and Quarter	57%
Low-Income Working Parent in First Aid Year and Quarter	43%
First-Time College Student in Any College	20%
Female	80%
Of Color	35%
Median Age	31.6 years

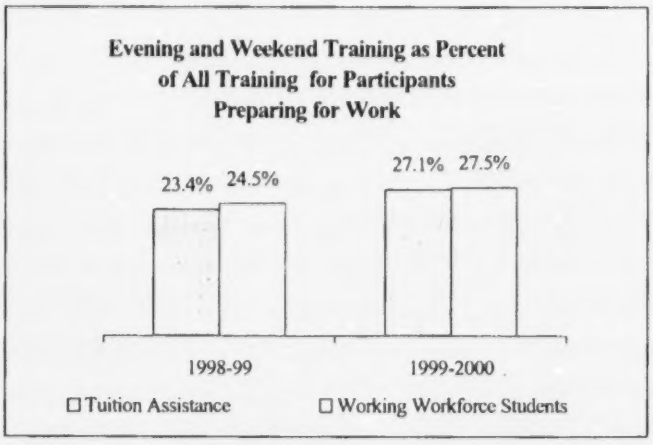
How many hours per week did participants spend attending college and working?

The typical participant worked 25 hours per week and spent another 10 hours in training. This is a high level of employment and training given their family responsibilities and is the same weekly workload that 1998-99 participants carried.



How much instruction is provided in the evening and on weekends?

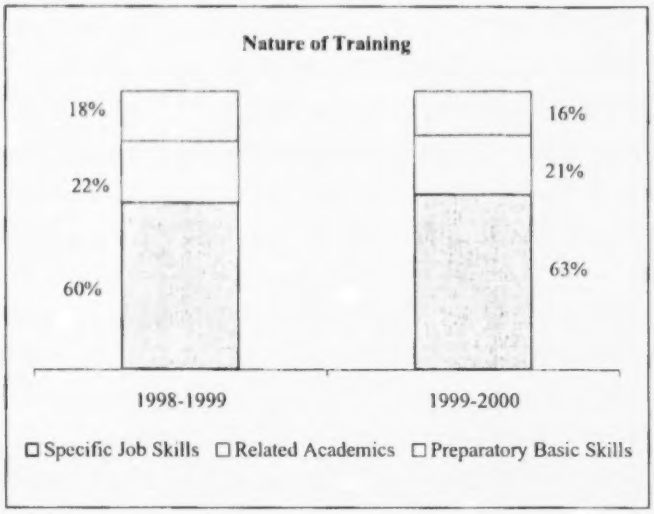
In 1999-2000, colleges increased services to all working adults who enrolled in evening and weekend classes. The graph shows the percent of evening and weekend credits taken during the year for all working students and for tuition assistance students in 1998-99 and 1999-2000. Tuition Assistance students are increasingly similar to other working students in their growing demand for evening and weekend classes that can accommodate their work and family responsibilities. In 1999-2000, 27 percent of the credits taken by Tuition Assistance students were offered in evening and weekend hours. This compared to about 28 percent of the total credits enrolled by all workforce students who were working full- or part-time and attending college during the year. In the past, prior to



WorkFirst, welfare students attended evening and weekend classes for about 16 percent of their total credits.

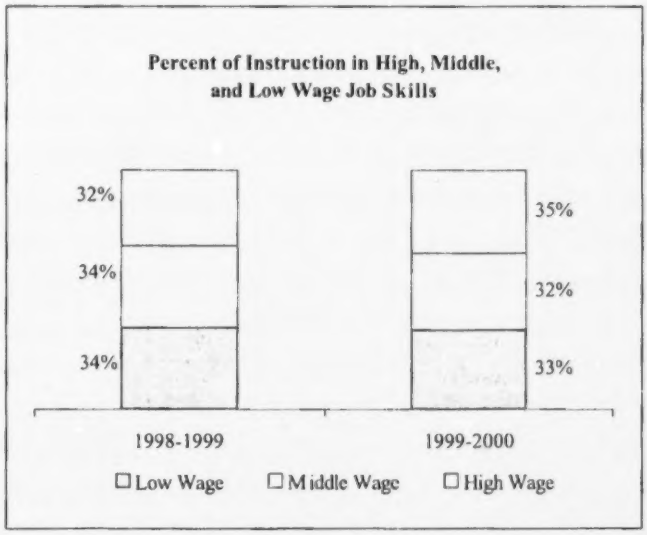
What kind of training is provided to Tuition Assistance students?

Tuition Assistance is aimed entirely at workforce-related training for completion of certificates, degrees, or other individualized plans. In 1999-2000, the percentage of training aimed at job-specific skills increased to 63 percent from 60 percent in 1998-99. About 21 percent was for college-level instruction, including English, math, sciences and social sciences. The remaining 16 percent of instruction was for preparatory basic skills and English as a Second Language.



To what wage levels is the training geared?

High-wage programs typically are those where graduates earn $12 an hour or higher. Careers in health fields and information technology offer higher wage employment opportunities for program graduates. Middle-wage program graduates typically earn between $10.50 and $12 an hour, while low-wage program graduates earn under $10.50 an hour. While women as a whole comprise 56 percent of all workforce students, they are only 42 percent of the participants in high-wage training.



The graph shows the percent of instruction in high-, middle-, and low-wage job-specific skills for Tuition Assistance students. Historically, low-income women are among the hardest to serve in high-wage programs. Information technology is the fastest growing area. Information technology programs for WorkFirst are just now being piloted.

What are the early outcomes for participants who stopped out of training after 1998-99?

These results represent 1,314 welfare and low-income participants who received tuition assistance in 1998-99 and then stopped out of training. They were matched to UI records to find their earnings three quarters after leaving training. Additionally, their hourly wages were calculated in the first quarter they were awarded tuition aid and the third quarter after leaving. The majority (87 percent) of participants left after they received some training, but not enough to complete a certificate or degree. Thirteen (13) percent completed a certificate or degree.

- Participants who completed a certificate or degree earned $4,418 in the third quarter after they left training. Participants who stopped after taking some classes but before earning a certificate or degree earned $3,474 in the third quarter after leaving.

- Both groups increased their hourly wages by just under $1 an hour from the first quarter in which they were granted tuition assistance to the third quarter after leaving college (about one year for the typical participant).

- Hourly wages were similar for both groups, indicating that much of the earnings difference was due to an increase in hours working. Over time, as more participants who have completed certificates and degrees leave, these earnings differences will be due more to higher hourly wages.

UI Earnings and Wage Progression for Participants Who Left College after 1998-99

	Median UI Earnings Third Quarter After Stopping Training	Median Hourly Wages from First Quarter Start of Training to Third Quarter After Stopping	Median Hourly Wage Progression
Stopped after some college, but not enough to complete a certificate or degree (N=1,136)	$3,474	Increased from $8.08 to $9.01 an hour	$ .93 per hour gain
Earned Certificate, Degree (N=174)	$4,351	Increased from $8.53 to $9.36 an hour	$ .83 per hour gain

Conclusions and Next Steps

Tuition Assistance encompasses major structural changes for some colleges in how they plan and offer training to low-income adults by taking into consideration their work hours and their lifelong learning needs. Colleges have been making strides in increasing evening and weekend instruction for all working adults. They have also begun to offer more childcare to students in these hours. Historically, welfare women have shied away from high-wage training that typically demands stronger math and other related academic skills. Wage gains should increase as more working participants train for new higher-wage jobs and as wage ladders can be built on top of Pre-employment Training programs that place completers in higher-wage jobs to start. Next steps therefore include:

- Identify best practices to link Pre-employment Training and Tuition Assistance.
- Identify best practices for counseling and support to increase training in high-wage areas.
- Continue to increase evening and weekend training.

FAMILIES THAT WORK

Background

Families That Work (FTW) offers intensive training and services to hard-to-serve clients. Participants are long-term welfare and low-income parents with little or no work experience who have less than high school education, lack basic skills, or have limited English proficiency. Families That Work combines literacy and GED test preparation with interpersonal, problem solving, and other personal management skills required of both parents and workers.

Clients referred to FTW by DSHS are typically those who are not able to find work even in a strong economy and are having difficulty meeting WorkFirst's work requirements. Few have immediate job placement goals after FTW. Most are referred to build skills and increase work preparation while they develop career awareness and longer term plans.

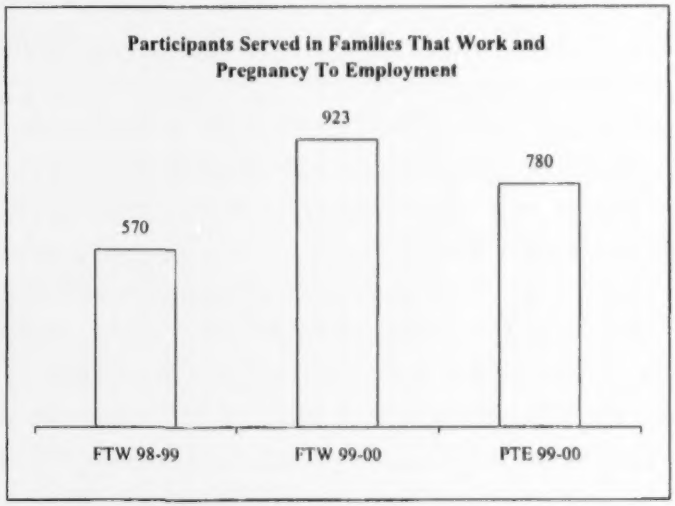
FTW served 570 participants in the first year between July 1998 and June 1999. Participants were more likely to make progress in the program if they enrolled for more than one quarter. However, even then they needed further training after FTW to prepare for employment with wage progression.

This report describes 1999-2000 participants enrolled in FTW and in Pregnancy to Employment (PTE), a new component for young expectant mothers and parents with infants.

Who received training?

A total of 1,703 participants enrolled in basic skills programs between July 1999 and June 2000. This included 923 participants in Families That Work (824 new and 119 continuing from 1998-99) and 780 participants in the new Pregnancy to Employment component (737 new and 43 continuing from FTW).

Training was provided in 22 college programs and four community organizations, expanding from 15 college providers in the first year.



What are the characteristics of participants?

The typical participant in FTW was female (90 percent), nearly 30 years old, and received welfare (76 percent). One in three (33 percent) received welfare in at least 30 of the past 36 months. Forty (40) percent did not work in the past two years. Forty-four (44) percent were non-white. Seventy-five (75) percent had low basic skills or lacked a high school diploma; the other 25 percent had limited English proficiency.

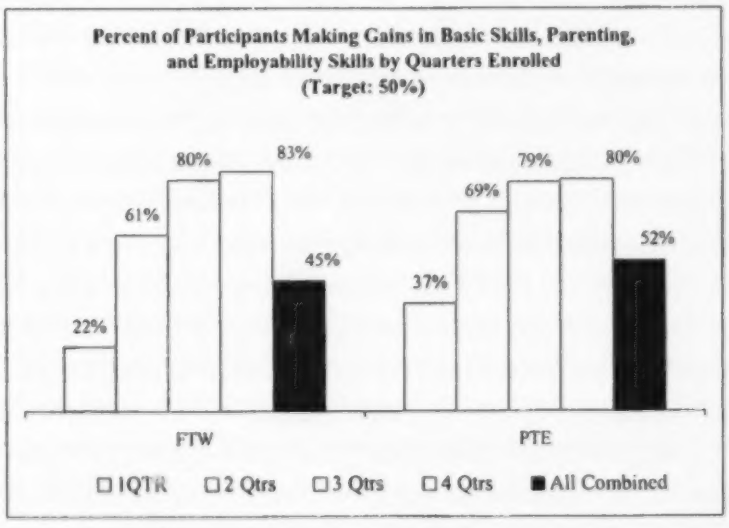
PTE was established for even more difficult to serve welfare clients: expectant mothers and welfare parents with infants. Ninety-five (95) percent of the participants were women. The median age was 22 years. Over 85 percent received welfare. Ninety-three (93) percent were referred because they had low basic skills or lacked a high school diploma. The others (7 percent) had limited English proficiency.

The table below summarizes the characteristics of participants in each program.

	Families That Work (N=923)	Pregnancy to Employment (N=780)
Female	90%	95%
Welfare	76%	86%
Received Welfare at least 30 of the Past 36 Months	33%	25%
Of Color	43%	34%
Pregnant Mother or Parent of Infant		100%
Not Worked Past 2 Years	40%	31%
Low Basic Skills and/or No High School Diploma/GED	75%	93%
Limited English Proficiency	25%	7%
Median Age	29.6	22.4

What percentage of participants increased their basic skills along with developing better parenting skills and readiness to go to work?

Fifty-two (52) percent of all PTE and 45 percent of all FTW participants made skills gains. These outcomes compared to a target that 50 percent of participants make

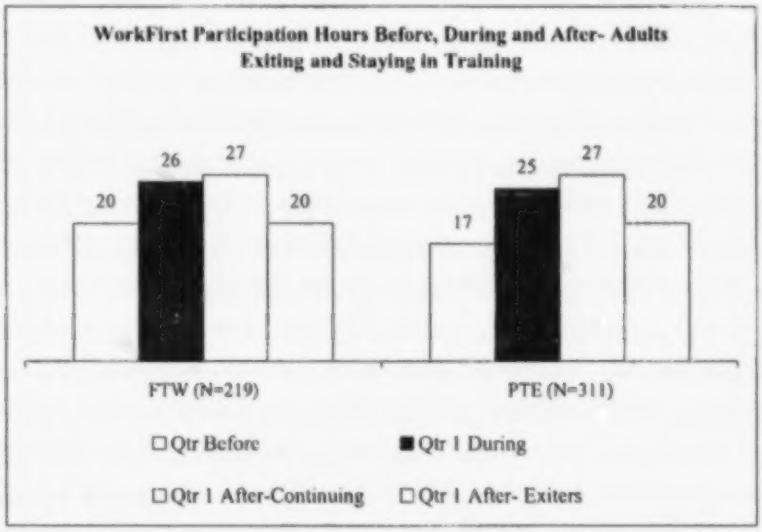


gains during the program year. A participant made skills gains when she increased her basic skills (reading, math, speaking) and demonstrated she could apply a skill in roles as a parent and future worker. One example was learning to problem-solve transportation needs such as dropping children off at childcare and getting to class. Skills gains included in this problem solving involved scheduling, planning and then implementing a transportation plan. Just 22 percent of participants could typically apply these skills in their personal lives after one quarter of training. However, application skills increased significantly with longer training combined with more intensive counseling and peer support.

Does participation in FTW and PTE affect overall participation in WorkFirst activities?

Welfare reform requires all welfare adults to work or look for work, and if they can't find a job, participate in work preparation activities such as work experience, job search workshops, other non-paid work assignments, or education and training that will prepare them to work for at least 20 hours per week. The immediate goal of FTW is to increase work readiness preparation.

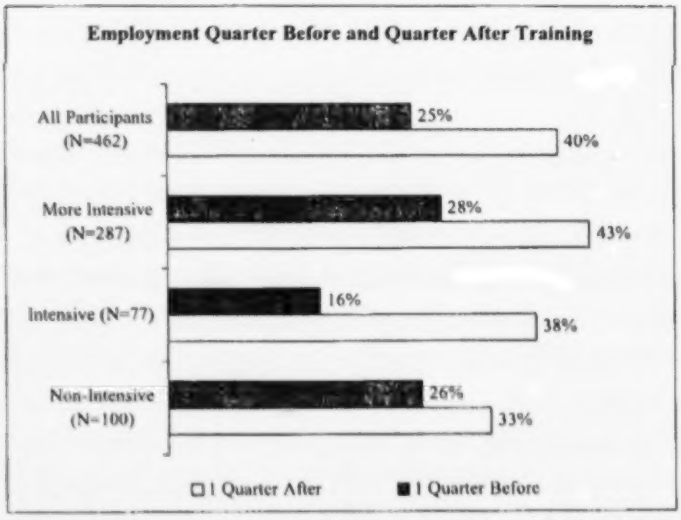
The graph describes the median average work activity hours per week for 530 welfare adults who entered FTW and PTE between winter and spring 2000. The majority of the participants (300) exited from training after one to two quarters by June 2000, the end of the program year. The other 230 were still in training the next program year.



Participation in both FTW and PTE increased total average hours per week in WorkFirst activities. The quarter before entering training, FTW adults participated an average of 20 hours per week; PTE parents participated an average of 17 hours. During training participation hours increased an average six hours per week for FTW parents and eight hours per week for PTE. Participation increased to 27 hours per week in the second year for those who continued, but fell to 20 hours per week for exiters.

Does participation in FTW increase the percent of participants employed?

While going to work is not the program goal, participation in FTW did increase employment 15 percent in the quarter after leaving training compared to the quarter before participants started FTW. This analysis examined employment for 462 FTW participants who started training in 1998-99. Any employment with UI earnings was measured in the quarter before their start (25 percent employed the quarter before) and the quarter after their last training classes (40 percent employed quarter after).



Participants were divided into three categories: (1) non-intensive if they left FTW in 1998-99 not making skills gains; (2) intensive if they left FTW with skills gains; and (3) more intensive-basic if they had longer FTW, or other college basic skills or vocational training in 1999-2000.

Participants who left after non-intensive services had the lowest employment rate (33 percent) and the smallest change in employment (+7 percent) compared to the quarter before they started FTW. Participants who received intensive services had the biggest gain (22 percent) as employment increased from 16 percent the quarter before they entered training to 38 percent the quarter after they exited.

Participants who had more intensive or longer services had the highest (43 percent) placement rate in the quarter after they left training. The plus group includes 15 participants from one program who received Pre-employment Training. Eight completed the training and all eight were hired.

Conclusion and Next Steps

FTW and PTE are locally driven programs to which DSHS case managers refer clients who are assessed to be "not ready for work" and "hard-to-serve". The focus of FTW and PTE is on increasing the parents' skills so the family can become more stable and the parent can begin to prepare herself for work. Indicators showed that FTW engaged participants more fully in WorkFirst and increased their participation hours. While job placement was beyond the goals of the program, FTW did increase employment as the intensity of services increased. In 1999-2000 with program expansion, providers enhanced services in several ways to increase the intensity of the services. These included: adding retention services such as home outreach to participants falling behind or unable to attend because of sick children; continuing to integrate the basic skills

curriculum with parenting and worker roles; connecting to Community Jobs; adding onsite daycare; and connecting to PET.

Next steps are being developed based on practices being identified as promising. These include:

- Identify effective strategies for increasing program intensity such as skills development plans that last beyond three-month review periods, and more client co-planning with DSHS to promote retention and/or staying connected to participants until they can enter other WorkFirst training.

- Identify best practices for increasing the number/percent of participants ready to receive job skills training by integrating PET and other job skills training into the program.

WORKPLACE BASIC SKILLS

Background

Workplace Basic Skills provides training for low-wage workers who have limited English skills and lower educational levels that are barriers to current job performance and advancement. Training is provided in partnership between the provider and employers who contribute resources. It is customized to the specific needs of the workers and provided for two to four hours per week in the workplace.

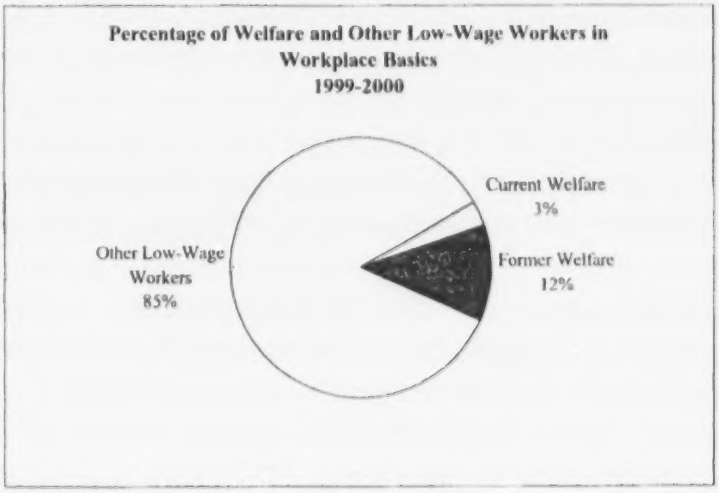
In 1998-99, more than 30 employers and 750 workers participated in Workplace Basic Skills training. About one-quarter (23 percent) of the workers were current or former welfare recipients. The rest had earnings that were less than 175 percent of the federal poverty level. Eighty-four (84) percent of the workers received training for English as a second language. The others received basic instruction in reading, math, and communication skills. Ninety-five (95) percent of the workers and their employers and supervisors responded in post-training surveys that they were satisfied or very satisfied with the skills gains made. Three-fourths of the employers and supervisors who responded said their workers had increased their self-confidence and more than half said the workers were more adaptable and productive and better able to get along with co-workers. Most workers (96 percent) responded that the skills they learned were useful in their jobs.

This report describes the training results for participants in Workplace Basic Skills in 1999-2000.

Who received training?

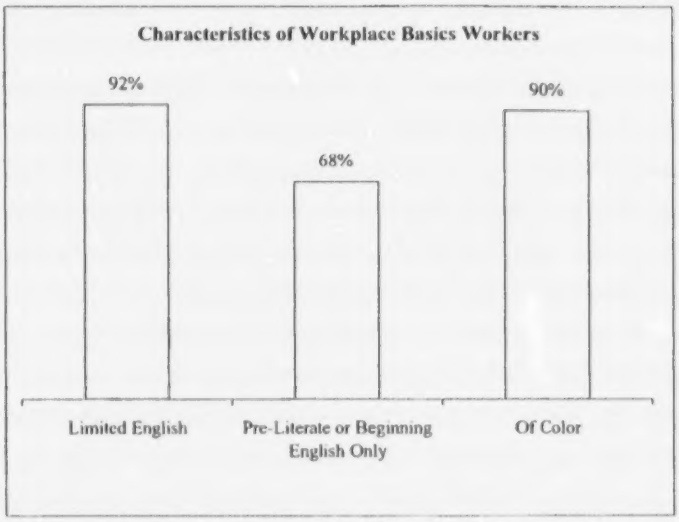
In 1999-2000, 1,274 low-wage workers received Workplace Basic Skills training. About 15 percent of those trained were current or former welfare recipients.

Seventeen (17) colleges and nine community organizations offered the training in partnership with more than 40 employers.


Percentage of Welfare and Other Low-Wage Workers in Workplace Basics
1999-2000
Current Welfare 3%
Former Welfare 12%
Other Low-Wage Workers 85%

What were the characteristics of the participants who received training?

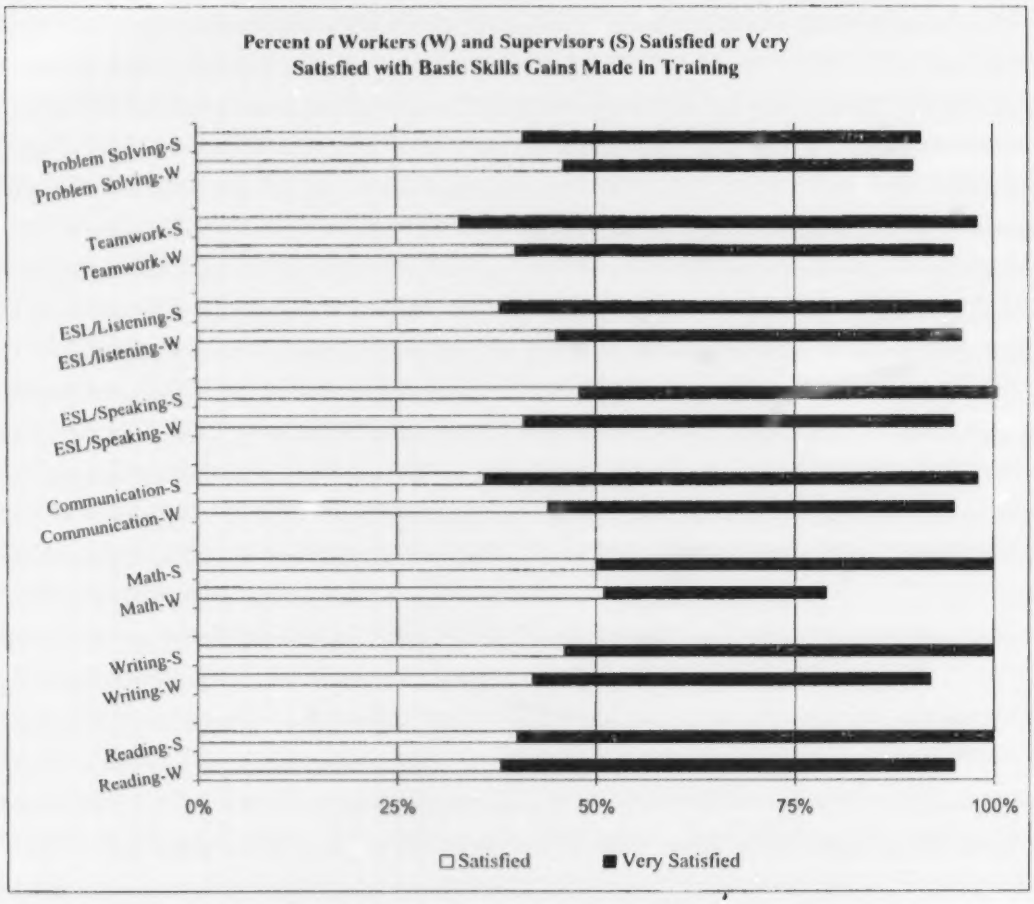
Workers with limited English proficiency were the primary targets for training. Ninety-two (92) percent of the participants received instruction in English as a second language. More than two-thirds (68 percent) of the limited-English workers were assessed as able to understand and reply to only the most basic everyday situations, and often times could receive instruction from a supervisor only with the aid of an interpreter. In addition 90 percent of the workers were persons of color.



What were the training results and how satisfied were workers and supervisors with the training that was provided?

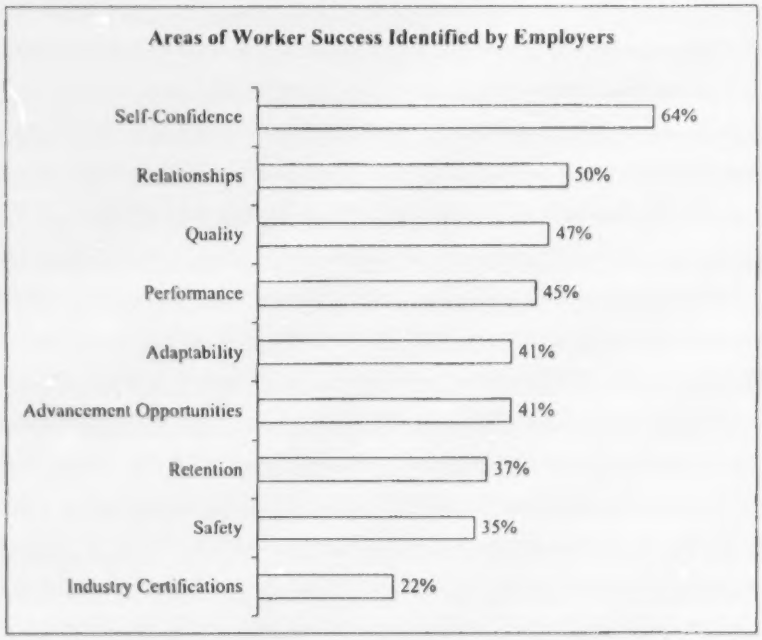
Eighty-seven (87) percent of workers trained were assessed as having gained skills. Twenty-two (22) percent of these increased their skills by one competency level.

Program staff surveyed 630 workers and 51 supervisors in 37 businesses at the end of training. Three-quarters or more of all workers and supervisors were very satisfied or satisfied with the progress made in increasing employees' basic skills.



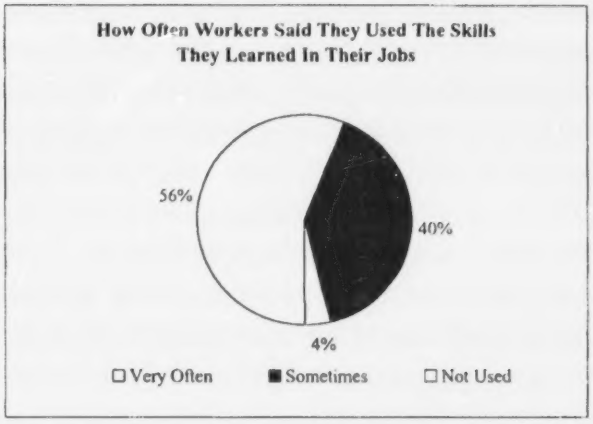
What areas of possible worker success did employers identify after the training?

Supervisors said that increased self-confidence (64 percent) and improved worker relationships (50 percent) were the two biggest areas of success they observed after the training. Just under half of all supervisors said that quality and performance improved. Other areas employers cited less frequently included adaptability, advancement opportunities, retention, safety and industry certifications.



How useful to their jobs were the skills workers learned?

Most workers (96 percent) responded that they used the skills very often or sometimes in their everyday jobs. Only 4 percent responded that the skills they learned were not used in their jobs.



Conclusions:

Given the success of Workplace Basic Skills training with both workers and employers and the harder-to-serve population entering Pre-employment Training, Workplace Basic Skills should be considered as continued training for those hired after Pre-employment Training.

Appendix A

Policy Issues and Specific Questions for Accountability Report:

Pre-employment Training Policy Issues:

- To what extent did Pre-employment Training result in higher employment rates and higher hourly wages than Job Search alone?

- To what extent did Pre-employment Training participants demonstrate wage progression, and leave welfare?

- What changes did colleges make to gear up and provide Pre-employment Training? How are these changes contributing to the overall way colleges re-design themselves for serving WorkFirst and other low-income adults?

Specific Questions:

1. How many participants were served?
2. What groups of program participants were served?
3. What were the training outcomes, i.e., completion rates for participants?
4. What was the employment rate for completers in the quarter after training ended? How did this compare to non-completers?
5. What was the hourly wage for completers in the quarter after training ended? How did this compare to non-completers?
6. How did the starting hourly wage for completers compare to other WorkFirst participants who entered employment from Job Search and who left welfare?
7. What best practices can be identified?
8. What were the earnings of completers 4 quarters after training?
9. What was the welfare status of completers 4 quarters after training?
10. How do the results and finding compare to findings in other WorkFirst studies being conducted?

Work-Based Learning Tuition Assistance Policy Issues:

- To what extent are WorkFirst and other low-income working adults able to attend college and make progress in education and training?

- To what extent did participants demonstrate wage progression during and after they left training?

- How did colleges re-design their instructional programs and services for low-income working adults?

Specific Questions:

1. How many participants were enrolled?
2. What groups of program participants were enrolled?
3. To what extent were participants new to college?
4. Into what courses and programs did they enroll?
5. How much instruction was offered on evenings and weekends?
6. How many hours did participants typically work while attending?
7. Of the students who earned at least 10 credits and exited for at least 1 year, what is their exit status- i.e. did they earn a certificate or degree, or have another training outcome of a successful leaver prepared for work?
8. Of the students who earned at least 10 credits and exited for at least 1 year, what is their 1-year post training employment and earnings?
9. How do the 1-year post-training employment and earnings compare to employment and earnings in the first quarter they received tuition assistance?
10. What was the welfare status of completers 4 quarters after training?
11. How do the results and finding compare to findings in other WorkFirst studies being conducted?

Families That Work Policy Issues:

- To what extent did WorkFirst and low-income parents participating in Families That Work increase their employability and advance in getting ready for work, starting work, or increase their earnings and employment?

- To what extent did Families That Work become part of a continuum of training services for WorkFirst and other low-income parents?

- To what extent did the lessons learned and best practices demonstrated in Families That Work affect how basic skills programs are being re-designed for all students with work-related goals?

Families That Work Questions:

1. How many participants were enrolled?
2. What groups of program participants were enrolled?
3. What were the training outcomes for increasing basic skills, family management skills and work readiness?
4. What percentage of participants increased their work activity or employment by participating in job search, Pre-employment Training, and work experience, or becoming employed or retaining employment while participating in and since leaving the program?
5. What best practices can be identified?
6. What is the welfare status of participants since leaving the program?
7. How do the results and finding compare to findings in other WorkFirst studies being conducted?

Workplace Basic Skills Policy Issues:

- To what extent did low wage earning workers participating in Workplace Basic Skills increase their basic skills?
- To what extent did Workplace Basic Skills become part of a continuum of training services for WorkFirst and other low-income adults after they went to work?

- To what extent did the lessons learned and best practices demonstrated in Workplace Basic Skills affect how basic skills programs are being re-designed for all students with work-related goals?

Specific Questions:

1. How many participants were enrolled?
2. What kinds of participants were enrolled?
3. How many businesses participated?
4. What were the training results for completion of training?
5. What was the participant and employer satisfaction with training?
6. What are the employment and earnings 1 year after initial training?
7. What best practices are being incorporated into re-designed basic skills?
8. How do the results and finding compare to findings in other WorkFirst studies being conducted?

Appendix B
(Revised)

1999-2000

Pre-Employment Training Providers, Job Titles Trained and Business Partners

College	Job Title	Business Partner(s)
Bates	Document Center Operator	State Department of Printing, Kinko's Inc. -- Western Division, Xerox Business Services -- Northwest Operations
Bates	Office Assistant	State Farm Insurance, USAA, MultiCare Health System, The News Tribune
Bates	Child Care Provider	Children's World, Kinder Care, Puyallup Playcare
Bates	Individualized Training	Comforce, IBEW #483
Bates	Individualized Training	Asbury Day Care, 56th Street Kid's Corner
Bellevue	Customer Service Rep, ECE Assistant, Educational Recreational Assistant, Office Assistant, Light Manufacturing	HFI Foods Inc., O'Brien International, GT Development Corp., Genie Industries, Boeing Employees Credit Union,YMCA of Greater Seattle - Bellevue, Eton School, Childtime, KinderCare Learning Centers, Eastside Journal
Bellevue	Manufacturing Customer Relations, Information Tech., Health Services	Job Ladder Partnership: Boeing Employees Credit Union, CareForce, Eastside Journal, Eddie Bauer Co., Fred Meyer, Genie Industries, Harbor Island Machine Works, Interstate Batteries, Kaasco, Inc., Lang Industries, Northwest Federal Credit Union, Northwest Hospital, OPTIVA Corporation, Parker Services, Inc., Safeway Foods, Shuttle Express, Swedish Health Service, Volt Services Group, Washington Mutual Bank
Big Bend	Customer Service, Cashiering	Safeway, Super 1 Foods, Akins-Othello, Akins-Quincy, Excell Foods, Marketplace
Big Bend	Individualized Training	Eastside Asphalt, Inc.
Big Bend	Individualized Training	Ranch Petroleum, Inc
Clark	Reservation Agent, Sales Clerk, Customer Service Representative	Promus Corporation, Safeway, Initial Staffing Services
Clover Park	Paratransit Driver	Paratransit Services, Laidlaw Transit Inc
Columbia Basin	Commercial Driver's Licensing (CDL)	Swift Transportation Co., Inc., Savage Western Transports, AgriNorthwest
Edmonds	Coach Operator	Community Transit, Coach USA (Grosvenor Bus Lines, Inc)
Edmonds	Job Ladder Partnership	Careforce, Eddie Bauer, Co., Fred Meyer, Genie Industries, Harbor Machine, Interstate Batteries, KaasCo., Inc., Lang Industries, Northwest Federal. CU, Northwest Hospital, OPTIVA, Pace Staffing, Parker Services Inc., Safeway Foods, Shuttle Express, Swedish Health Service, Volt Services Group, Washington Mutual Bank
Everett	Customer Service	TCI Corp (now merged with AT&T), Washington Mutual

College	Job Title	Business Partner(s)
Everett	Welder, Welding Specialist	Genie Industries, Sportworks, Capital Industries
Everett	Bank Teller	Washington Mutual Bank
Everett	Laminator	U.S. Marine/Bayliner
Grays Harbor	Pacific Rim Yachts	Quinault Beach Resort
Grays Harbor	Cashier, Food Preparation, Waitstaff, Janitorial, Maintenance Tech, Van Driver, Valet Parking, Hotel Security, Front Desk, Guest Services	Quinault Beach Resort, Quinault Indian Nation
Green River	Job Ladder Partnership	Careforce, Eddie Bauer, Co., Fred Meyer, Genie Industries, Harbor Machine, Interstate Batteries, KaasCo., Inc., Lang Industries, Northwest Fed. CU, Northwest Hospital, OPTIVA, Pace Staffing, Parker Services, Inc., Safeway Foods, Shuttle Express, Swedish Health Service, Volt Services Group, Washington Mutual Bank
Highline	Paraeducator, Tutor, Childcare Provider	Kinder Care Learning Center; Child Care Services Inc/DBA Toddler Town USA; Highline Head Start Learning Center; Puget Sound ESD – Head Start; Olympic Child Development; Backstreet Clubhouse; Highline Community College Child Care; Tukwila School District – Even Start; Good Shepherd Preschool; Extended Family; Early Childhood Academy; Highline School District; Highline School District – Nutrition; Kent School District; Grace Children's Center
Highline	Medical Office Support	Group Health Cooperative, Multi-Care Medical, Virginia Mason Hospitals
Lake Washington	Job Ladder Partnership	Careforce, Eddie Bauer, Co., Fred Meyer, Genie Industries, Harbor Machine, Interstate Batteries, KaasCo., Inc., Lang Industries, Northwest Fed. CU, Northwest Hospital, OPTIVA, Pace Staffing, Parker Services Inc., Safeway Foods, Shuttle Express, Swedish Health Service, Volt Services Group, Washington Mutual Bank
Lower Columbia	Food Service Worker, Dietary Aide	Red Lion Hotel
Lower Columbia	Housekeeper	Super 8 Motel
Lower Columbia	Nursing Assistant	Americana Health & Rehabilitation
Lower Columbia	Sales Associate, Sales Clerk	The Bon Marche
Lower Columbia College	Lube Technician	Jiffy Lube
North Seattle	Food Prep, Prep Cook, Grill Cook, Salad Bar, Pizza/Deli, Saute Cook, Line Cook	Parker Services Inc.
Peninsula	Receiving, Maintenance, Tire & Lube Shop, Grill/ Restaurant, Cashiering, General Sales	Safeway Foods
Peninsula	Clean-Up Workers	Shuttle Express
Peninsula	Cook, Dock Attendant, Front Desk Clerk, Housekeeper,	Swedish Health Service

College	Job Title	Business Partner(s)
	Waitstaff, Dishwasher, Maintenance, Dietary Aide, Laundry Aide, File Clerk, Dietary Cook, Prep Cook, Delivery Person, Custodian, Barista/Baristo, Deli-prep, Food Server	
Peninsula	HouseKeeping, Waitstaff	Volt Services Group
Peninsula	Individualized Training	Makah Tribal Child Care Center
Pierce - Ft. Steilacoom	Reservations, Customer Service, Ticket Counter, Gate Agent, Food & Beverage	Washington Mutual Bank
Pierce	Individualized Training	Horizon Airlines
Pierce	Individualized Training	United Airlines, McNeil Island Correction Center
Renton	Bank Teller	Washington Mutual Bank, Wells Fargo Bank
Renton	Hospital Nursing Assistant, Patient Care Assistant	Virginia Mason, Valley Medical Center
Renton	Office Support, Data Entry Clerk, Receptionist, Production Control Clerk	Carlyle, Inc., Volt Services Group, Griffin Envelope Co., Fatigue Technology, Inc., Jorgensen Forge Corp.
Renton	Spot Weld Assembler, Fabrication/Assembly Worker, Machine Helper, Forge Helper, Extruder Operator, Recycler, Batton Processor, High Speed Operator, Part Marking	Red Dot Corporation, Jorgensen Forge, Mikron Industries, Griffin Envelope, Fatigue Technology, Inc.
Seattle Central	Siding Applicator, Pick-up Framer	Master Builders Assoc. of King/Snohomish Co Barclays North, Inc., Cedar King Lumber Co., Chausee Siding Co., Inc., Conner Development Co., Kirkland Building Co., D.K. Martin Construction Inc., Quadrant Corp., Shirey Contracting, Tenhulzen Remodeling Inc., Delta Marine, McKinnon Furniture, Coastline Construction, Prestige Custom Builders, Millwork Supply, John F. Buchan Construction, Inc.
Seattle Central	Loan Servicing Specialist, Customer Service Rep	Banking Call Center, Washington Mutual Bank, Bank of America
Seattle Central	Prep Cook, Bakery Crew, Production Crew	Cucina!Cucina!, Inc., Schwartz Brothers Restaurants and Schwartz Brothers Catering
Seattle Vocational Institute	Customer Account Representative, Forklift Driver, Order Filler	Puget Sound Opportunities Industrialization Center, G. Raden & Sons Inc., K & L Distributors Inc. A&M Warehouses Inc., Fritz Companies Inc., Sid Eland Inc., U-Park System
Shoreline	Job Ladder Partnership	Eddie Bauer, Nordstrom, Accountants on Call, Volt Services, Washington Mutual, Hopelink, Bank of America
Skagit Valley	Family Child Care Home Business Owners, Child Care Center Aides, Teachers, Supervisors, Directors	Office of Child Care Policy, Opportunity Council Child Care Resource and Referral
South Seattle	Commercial Truck Driving Licensing	Swift Trucking, Phoenix AZ and Troutdale OR

College	Job Title	Business Partner(s)
South Seattle	Professional Home Health Care Provider	Health People
South Seattle	Clerical, Keyboarding	First Step, Seafirst/Bank of America NW
South Seattle	Electronic Assembler	Remedy-Skyline Tower, CDI, ADIC
Spokane IEL - extension	Product Handlers & Consumer Services Specialists (PHACS)	Spokane Product Handling and Consumer Services Consortium: B & B Distributors, Inc., Columbia Distributing, Core-Mark Distributors, Inc., Craven's Coffee Co., Cyrus O'Leary's, Food Services of America, Glacier Mountain Floral Suppliers, Grossman Enterprises, Hathaway Meat Co., Michlitch Co., Ocean Beauty Seafoods, Inc., Pasta USA, Pepsi Cola, Powers Candy & Nut Co., Pupo's Produce, Speciality Frozen Foods, Spokane Food Bank, SuperValu Spokane Division, U R M Stores, Inc.
Spokane IEL	Customer Service Representative (CSR)	Call Center Project: Pitney Bowes, SeaFirst Bancard Services, Premier Marketing, Principal Financial Group, Farm Credit Services, Wendle Ford, Sound Telecom, Washington Trust, Washington Mutual
Spokane IEL	Truck Driver	Swift Transportation Co
Tacoma	Ticket/Reservation Agent, Travel Agent	United Airlines, Carlson Wagonlit Travel, SST Travel School
Tacoma	Individualized Training	United Airlines
Yakima Valley	Truck Driver	Quality Transportation Services, LTI Inc., Floyd Blinsky Trucking, American Container Transport, Interstate Distributor Company

Private Career School Providers

College	Job Title	Business Partner(s)
National Transportation Training & Consulting, LLC~ extension	Truck Driver	OPTIVA

Appendix C

1999-2000

Workplace Basics Projects, Companies and Types of Workers Trained

Provider	Business Partner	Sector
Bellevue Community College	Covenant Shores Terranomics (Crossroads Mall)	Medical Retail
Big Bend Community College	D & L Foundry, Inc.	Manufacturing
Cascadia College	ATL Ultrasound	High Tech Manu.
Catholic Community Services Seattle	American Design HMS Host – Sea-Tac Airport	Manufacturing Hospitality
Clark College	DoubleTree Inns	Hospitality
Clover Park Technical College	Tacoma Lutheran Home	Medical
Diocese of Olympia - Seattle	Bon Marche – Alderwood Mall Sorrento Hotel	Retail Hospitality
Edmonds Community College	Advanced Digital Imaging Corp. Alpine Windows Boston Scientific ELDEC	High Tech Manu. Manufacturing High Tech Manu. High Tech Manu.
Eastside Literacy - Bellevue	Modus Media International Redmond Roofing Company	High Tech Manu. Labor
Everett Community College	Applied Technical Services Solectron U.S. Marine – Bayliner	High Tech Manu. High Tech Manu. Manufacturing
Green River Community College	Oberto Sausage, Inc.	Food Processing
Lake Washington Technical College	ATL Ultrasound Boston Scientific Mackey Design Ryan Instruments	High Tech Manu. High Tech Manu. High Tech Manu. High Tech Manu.
Literacy Network - Olympia	Roo-Lan Healthcare Center	Medical
Lower Columbia College	G. Loomis	Manufacturing
Pioneer Human Services - Seattle	Pioneer Human Services	Manufacturing
Seattle Central Community College	Executive Inn – Worker Center Sheraton Hotel Westin Hotel	Hospitality Hospitality Hospitality
Seattle Vocational Institute	Swedish Hospital	Medical
South King County Multi-Service Center - Auburn	Seatoma Convalescent Center	Medical
South Seattle Community College	UPS - Boeing Field	Parcel Service
Institute For Extended Learning - Spokane	Bank of America, et. al.	Call Center
Tacoma Goodwill - Tacoma	Tacoma Goodwill	Retail
Literacy Learning Center - Seattle	Deseret Industries	Retail
Wenatchee Valley College	J.R.Simplot Snow Creek Trout Blue Chelan	Food Processing Sewing Food Processing

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